Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Ben Bolt-Palito Blanco ISD	**125-902**	**Palito Blanco Elementary 125-902-101**	**N/A**

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000359	**2**	**34**	**021552005**

Mailing address	City	State	ZIP Code
P. O. Box 547	**Ben Bolt**	**TX**	**78342-0547**

Primary Contact

First name	M.I.	Last name	Title
Dr. Timothy		**Little**	**Superintendent**

Telephone #	Email address	FAX #
(361) 664-9904	**tlittle@bbpbschools.net**	**(361) 668-0446**

Secondary Contact

First name	M.I.	Last name	Title
Gloria		**Hamill**	**Principal**

Telephone #	Email address	FAX #
(361) 664-3201	**ghamill@bbpbschools.net**	**(361) 668-0549**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Timothy		**Little**	**Superintendent**
Telephone #	Email address		FAX #
(361) 664-9904	**tlittle@bbpbschools.net**		**(361) 668-0446**

Signature (blue ink preferred)   Date signed

08/12/2015   **701-15-107-048**

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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	Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. 　(A) Replace the principal who led the school prior to commencement of the transformation model; 　(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that– 　　i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 　　ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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across classrooms.

      iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

      i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

      ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

      iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school-years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i.   Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:

(A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

(B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

(C) Clear opportunities for students to have regular use (at least six times per school-year) of college academic facilities, regardless of early college school site.

(D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school-year.

| 9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an |

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
    A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
    (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
    (B) High-quality professional development for all staff;
    (C) A child-to-instructional staff ratio of no more than 10 to 1;
    (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
    (E) A full-day program;
    (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
    (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
    (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
    (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
    (J) Program evaluation to ensure continuous improvement;
    (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
    (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career

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growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA

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	to obtain added flexibility in exchange for greater accountability;
	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

	3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.

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	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	 4. The whole-school model must implement the model for all students in the school.
	
	 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	     (A) School leadership
	     (B) Teaching and learning in at least one full academic content area
	     (C) Non-academic supports for students
	     (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	6200				
3.	Schedule #9: Supplies and Materials	6300				
4.	Schedule #10: Other Operating Costs	6400				
5.	Schedule #11: Capital Outlay	6600/ 15XX				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: accelerated achievement, system transformation, and sustained reform. Summarize the district commitments to achieve foundational elements through the district's:

- Vision and focus for school reform
- Sense of urgent need for change
- High expectations for results
- Operational flexibilities that will be afforded the campus in a reform effort

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- Organizational structures
- Existing capacity and resources
- Communication structures

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Palito Blanco Elementary has been identified as a Focus campus that has been rated "Improvement Required" in the 2014 Accountability Ratings, as posted in the Texas Accountability Ratings System for Texas Public Schools and Districts. Utilizing TTIPS funds, the campus will implement the **Rural Transformation Model** at the campus in order to address specific areas critical to transforming the campus out of being classified as a persistently low-achieving school. The proposed program is designed to develop and increase teacher and school leader effectiveness, deliver comprehensive instructional reform strategies, increase learning time, be more community-oriented, be more flexible with class schedules, and increase campus and community support.

The district has devised a program that demonstrates a clear ability to benefit from grant resources based on their vision for school reform, district commitments, and existing district capacity and resources, along with well-planned organizational and communication structures that will enable reforms to take place. *(10 pts.)*

Vision and Focus for School Reform: In order to insure the success of the program in implementing long-term reforms, Palito Blanco Elementary administration will work with staff and community members to build a collective educational vision that is clear, compelling, and connected to teaching and learning. This collective vision will help the campus to focus on what is important, motivate staff and students, and increase the sense of shared responsibility for student learning. School Reform will address the following areas:

- Using a rigorous, transparent, and equitable evaluation system for teachers and the principal;
- Examining and utilizing student growth data in the evaluation of teachers and the principal;
- Conducting multiple observation-based assessments;
- Partnering with an independent evaluator that will conduct surveys, review data, and do classroom walk-throughs in order to identify areas of concerns;
- Providing high-quality, job-embedded professional development training to all staff;
- Providing financial incentives and opportunities for promotion and career growth for teachers and;
- Providing additional instructional and planning time;
- Providing on-going mechanisms that encourages parental and community involvement;
- Improving students access to technology and curriculum that is research-based and proven to increase students' academic performance; and
- Implementing comprehensive instructional reform strategies.

Sense of Urgent Need for Change: The district understands that lasting change cannot occur without the commitment of the teachers, staff, community members, and parents. Therefore, the district has outlined the real threats that the campus faces. Threats include:

- Campus staff may face termination or may not have their contracts renewed;
- Campus staff may be reassigned to a different campus;
- The Texas Education Agency may assign a management team or monitor to oversee the campus operations. Include conducting interviews and surveys, monitoring expenditures, conducting walkthroughs, and more; and
- The campus may be closed down and students may be reassigned to other campuses.

These threats are designed to be tied to a positive vision for education excellence that will help ensure buy-in from key stakeholders; thus, enforcing successful and consistent program implementation.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

High Expectations for Results: The vision for campus reform will be monitored by setting measurable goals that must be met. Each goal will be aligned to one of the seven Critical Success Factors that have been identified by TEA as being impactful to achieving continuous school improvement.

PROGRAM GOALS		
#	Goal	Critical Success Factor
1.	Increase the percentage of students who pass the STAAR reading test from **63%** to **73%** and will have a minimum of a **4%** increase each subsequent year.	Improve academic performance
2.	Increase the percentage of students who pass the STAAR math test from **32%** to **42%** and will have a minimum of an **8%** increase each subsequent year.	Improve academic performance
3.	The campus will decrease in the number of discipline referrals from **324** to **225** and will continue to decrease each subsequent year by **5%**.	Improve school climate
4.	The campus will hold **5** new school-related functions annually for parents and community members in order to increase parental involvement.	Increase family and community engagement
5.	The campus will devise *8* new instances to review data in order to refine classroom instruction, training plans, and program outcomes annually.	Increase the use of quality data to drive instruction
6.	Core area teachers will take part in a minimum of **4** professional development trainings each year.	Increased teacher quality

In order to ensure that the district meets the program goals, milestones have been identified that will be used to measure whether or not the campus is on track. These milestones will serve as process-based goals that will help ensure that procedures, activities, and services are being conducted. Data will be collected through surveys, test and classroom grades, and PEIMS reports in order to monitor Performance Measures and determine whether the program is being successful in showing program growth.

Operational Flexibilities that will be Afforded the Campus in a Reform Effort: The district will provide the campus with operational flexibility, to include staffing, calendars, time, and budgeting) to implement a comprehensive approach to substantially increase student achievement. Initiatives will include:
- Provide teachers the opportunity to attend professional development trainings that support priority school initiatives;
- Restructure class schedule in order to allow for 30 minutes of additional class learning time;
- Meet with campus administrators to develop the Campus Calendars to include added opportunities to engage parents and community members in the student culture. This may include parent/teacher conferences, academic nights, etc.;
- Increased planning time provided through Professional Learning Communities; and
- Meet with instructional staff to determine what resources are needed to engage students. This may include technology, RtI software, STEM hands-on manipulatives, and student performance incentives.

Organizational Structures: The organizational structures of the district are in place to support student achievement. This organizational structure will encourage the highest levels of performance and allow the district to achieve the program goals as defined in the vision of school reform. The campus organizational chart will provide staff, students, parents, and community members with clear lines of authority and accountability. Campus leaders, to include Lead Teachers will be assigned to provide direct guidance to new and struggling teachers.

Existing Capacity and Resources: The campus will build upon existing capacity and resources that are available at the campus and district level. This will include moving teachers and staff that have a proven record of success with stipends to serve as Lead Teachers, converting existing campus space to serve as computer labs, enhancing existing academic programs, such as after-school tutorials and reading clubs, etc. in order to target additional students.

Communication Structures: The campus will schedule quarterly meetings with district and campus administration in order to review the program's progress. The meetings will be open to the public in order to encourage parent and community participation and ensure program transparency. Stakeholders will be notified of dates of meetings through flyers, which will be posted throughout the school, community, as well as, be sent home to parents; campus marque; campus website; and through the parent notification service. In addition, the meetings will be uploaded to the district and campus websites so that all interested parties that could not attend can view at their own convenience.

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Texas Education Agency

Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: **125-902**

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Fund code: 276

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$184,311	$0	$23,917	$240,289	$0	$243,754	$0	$247,322	$0	$250,997	$0	$184,311
#8-Professional and Contracted Services	6200	$119,852	$30,000	$22,852	$103,000	$30,000	$103,000	$30,000	$103,000	$30,000	$83,000	$30,000	$119,852
#9-Supplies and Materials	6300	$49,400	$0	$1,000	$38,000	$0	$38,000	$0	$38,000	$0	$30,000	$0	$49,400
#10-Other Operating Costs	6400	$13,500	$0	$3,000	$10,500	$0	$9,000	$0	$9,000	$0	$2,500	$0	$13,500
#11-Capital Outlay	6600/15XX	$323,500	$0	$0	$15,500	$0	$15,500	$0	$15,500	$0	$6,000	$0	$323,500
Consolidate Administrative Funds ☐ Yes ☒ No													
2.912% indirect costs (see note):		N/A	$0	N/A	N/A	$0	N/A	$0	N/A	$0	N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):		$690,563	$30,000	$50,769	$407,289	$30,000	$409,254	$30,000	$412,822	$30,000	$372,497	$30,000	$2,442,425

Administrative Cost Calculation

Enter the total grant amount requested:	$2,442,425
Percentage limit on administrative costs established for the program (5%):	5%
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$122,121

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:
- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school-years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school-year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Texas Education Agency

Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 125-902

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher	1		$25,521	$5,104	$36,050	$37,132	$38,246	$39,393	$176,342
2	Educational aide	1		$16,667	$5,000	$20,600	$21,218	$21,855	$22,511	$102,851
3	Tutor									
4										
Program Management and Administration										
5	District Coordinator	1		$29,166	$5,833	$41,200	$42,436	$43,709	$45,020	$201,531
Auxiliary										
6										
7										
8										
9										
Other Employee Positions										
13	Subtotal employee costs:			$71,354	$15,937	$97,850	$100,786	$103,810	$106,924	$480,724
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay: 5 substitutes x $25 x 5 hrs, yearly			$625		$625	$625	$625	$625	$3,125
15	6119 Professional staff extra-duty pay:									
	Extended Learning Time: 11 teachers x $30 x 54 hrs. yearly			$12,994	$2,599	$17,820	$17,820	$17,820	$17,820	$84,274
	Instructional Planning Time: 11 teachers x $30 x 36 hrs. yearly			$8,663	$1,733	$11,880	$11,880	$11,880	$11,880	$56,183
	Tutoring: 3 x $30 x 344 hrs. yearly			$18,060		$30,960	$30,960	$30,960	$30,960	$141,900
	Principal Stipend: 1 x $4,000 yearly			$4,000		$4,000	$4,000	$4,000	$4,000	$20,000
	DCSI Stipend: 1 x $4,000 yearly			$4,000		$4,000	$4,000	$4,000	$4,000	$20,000
	Lead Teacher Stipend: 1 x $6,500 yearly			$6,500		$6,500	$6,500	$6,500	$6,500	$32,500
	Teacher Stipend: 10 x $3,000 each yearly			$30,000	$0	$30,000	$30,000	$30,000	$30,000	$150,000
16	6121 Support staff extra-duty pay									
17	6140 Employee benefits			$28,115	$3,648	$36,654	$37,183	$37,727	$38,288	$177,967
18	61XX Tuition remission (IHEs only)			$0	$0	$0	$0	$0	$0	$0
19	Subtotal substitute, extra-duty, benefits costs			$112,957	$7,980	$142,439	$142,968	$143,512	$144,073	$685,949
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$184,311	$23,917	$240,289	$243,754	$247,322	$250,997	$1,166,673

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

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Texas Education Agency

Standard Application System (SAS)

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **125-902** | | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269 Rental or lease of buildings, space in buildings, or land							$0
6299 Contracted publication and printing costs (specific approval required only for nonprofits)							$0
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0	$0	$0	$0	$0	$0	$0

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Will promote a positive and sustained school climate, which includes a safe, supportive environment that nurtures social, emotional, ethical, and academic skills.	☐	$12,500	$2,500	$10,000	$10,000	$10,000	$10,000	$52,500
2	Will conduct a thorough evaluation of the TTIPS Program that will include surveys, walk-throughs, and quarterly and annual reports.	☐	$33,852	$3,852	$30,000	$30,000	$30,000	$30,000	$153,852
3	Will be responsible for bringing evidence-based practices into classrooms by working with teachers and other school leaders.	☐	$37,500	$7,500	$30,000	$30,000	$30,000	$30,000	$157,500
4	Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership abilities.	☐	$5,000		$5,000	$5,000	$5,000	$10,000	$30,000
5	Will provide professional development trainings designed to increase parental involvement, classroom management, and PBIS initiatives.	☐	$5,000		$5,000	$5,000	$5,000	$8,000	$28,000
6	Will provide training on social studies, math, and ELA RtI software.	☐	$8,000	$2,000	$8,000	$8,000	$8,000		$32,000
7	Will provide training on the use of STEM-related manipulatives.	☐	$8,000	$2,000	$10,000	$10,000	$10,000		$38,000
8	Will provide a research-based comprehensive training plan that is designed to improve the teachers' ability to positively impact students' writing and reading academics.	☐	$40,000	$5,000	$35,000	$35,000	$35,000	$25,000	$170,000
9		☐							
10		☐							
	b. Subtotal of professional services, contracted services, or subgrants:		$149,852	$22,852	$133,000	$133,000	$133,000	$113,000	$661,852
	b. Subtotal of professional services, contracted services, or subgrants:		$149,852	$22,852	$133,000	$133,000	$133,000	$113,000	$661,852
	(Sum of lines a, b, and c) Grand total		$149,852	$22,852	$133,000	$133,000	$133,000	$113,000	$661,852

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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County-District Number or Vendor ID: 125-902

Amendment number (for amendments only): _____

Schedule #9—Supplies and Materials (6300)

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
			Expense Item Description									
		Technology Hardware—Not Capitalized										
6399	1	Laptops	Will be utilized by core area teachers, DCSI, Principal, and Teacher Mentors to track students' progress, create lesson plans, complete surveys, and view online trainings.	13	$700	$9,100						$9,100
	2	Printers	Will be utilized by TTIPS staff and students to print data results, surveys and questionnaires, and classroom assignments.	1	$700	$700						$700
6399		Technology software—Not capitalized										
6399		Supplies and materials associated with advisory council or committee										
			Subtotal supplies and materials requiring specific approval:			$9,800						$9,800
		Remaining 6300—Supplies and materials that do not require specific approval										
			Small incentives to be utilized to reward students for positive behavior and academic improvement.			$3,000		$3,000	$3,000	$3,000	$0	$12,000
			Will provide students' with hands-on STEM-related manipulatives that are designed to increase students' participation in math and science.			$30,000		$30,000	$30,000	$30,000	$25,000	$145,000
			Will be utilized to purchase wires, switches, and ports needed to increase the campus's infrastructure in order to support the added technology. The campus assures it will not utilize funds for remodeling or construction purposes.			$1,600		$0	$0	$0	$0	$1,600
		Miscellaneous Supplies				$5,000	$1,000	$5,000	$5,000	$5,000	$5,000	$25,000
			Grand total:			$49,400	$1,000	$38,000	$38,000	$38,000	$30,000	$193,400

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **125-902**

	Expense Item Description	Year 1	Year 1 Pre-Award	Amendment number (for amendments only):				Total Budgeted Across all Years
				Year 2	Year 3	Year 4	Year 5	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.							
	Specify purpose:							
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)							
	Specify purpose:							
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations							
	Specify purpose:							
6411/ (6419)	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees							
6419	Specify purpose:							
6429	Actual losses that could have been covered by permissible insurance							
6490	Indemnification compensation for loss or damage							
6490	Advisory council/committee travel or other expenses							
6499	Membership dues in civic or community organizations (not allowable for university applicants)							
	Specify name and purpose of organization:							
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)							
	Specify purpose:							
	Subtotal other operating costs requiring specific approval							
	Remaining 6400—Other operating costs that do not require specific approval							
	Travel to attend required trainings. Includes registration fees, room, travel, and per diem.	$6,000	$1,000	$5,000	$5,000	$5,000	$1,500	$22,500
	Travel to attend other trainings. Includes registration fees, travel, room, and per diem.	$4,500	$500	$4,000	$4,000	$4,000	$1,000	$17,500
	Travel to visit other TTIPS programs.	$3,000	$1,500	$1,500	$0	$0	$0	$4,500
	Grand total:	$13,500	$3,000	$10,500	$9,000	$9,000	$2,500	$44,500

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 125-902   Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A							
	66XX/15XX—Technology hardware, capitalized									
2	COWS- Will be utilized in classrooms by students to complete assignments, access RtI software, answer surveys, and conduct research.	11	$20,000	$220,000						$220,000
3	Will provide teachers with technology needed to create a 21st century learning environment. The technology is designed to increase students' classroom interaction.	11	$8,000	$88,000						$88,000
	66XX/15XX—Technology software, capitalized									
9	Will provide students access to ELA RtI software that is designed to increase their ELA proficiency.	5	$700	$3,500		$3,500	$3,500	$3,500		$14,000
10	Will provide students with access to Math RtI software that is designed to increase their mathematics proficiency.	5	$1,200	$6,000		$6,000	$6,000	$6,000		$24,000
11	Will provide students access to tools and content needed to increase their social studies academics. Students will play the role of "City Mayor" and will take on the challenge of addressing environmental impact while balancing the employment needs and the happiness of the city's residents.	1	$6,000	$6,000		$6,000	$6,000	$6,000	$6,000	$30,000
	66XX/15XX—Equipment, furniture, or vehicles									
14										
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21										
	Grand total:		$0	$323,500		$16,500	$15,500	$15,500	$6,000	$376,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	165		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	152	92.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	11	6.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	129	78.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	16	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	16	9.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	125		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		94.30%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	-	-%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	30	94%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 2: Student Demographics- Comments
Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus has been identified as a Focus campus that has been rated "Improvement Required" in the 2014 Accountability Ratings, as posted in the Texas Accountability Ratings System for Texas Public Schools and Districts. This rating was assigned to the campus based upon the following reasons:

STAAR Test Results: A review of the TAPR results for 2011-1014 school-years indicate that Palito Blanco Elementary has a history of consistently falling beneath the state's average on the number of students who meet the standard in each of the tested areas. In fact, the campus had only **47%** of its student's pass all sections of the STAAR test for the 2013-2014 school-year. This is **30%** below the state's average of 77.0%. The table below illustrates that a trend exists in the campus's inability to meet state standards. Areas of need are noted in red:

NEEDS ASSESSMENT TREND RESULTS				
Year	Math		Reading	
	Campus	State	Campus	State
2013-2014	**32%**	78%	**63%**	76%
2012-2013	**52%**	79%	**59%**	80%
Source: 2012-2013 and 2013-2014 Texas Academic Performance Report (TAPR)				

Student Demographics: The gaps between the campus and state standards can be attributed to the campus high percent of economically disadvantaged students that are derived from minority groups. The table below details the campus demographics in comparison to the state's demographics. Areas of need are noted in red:

STUDENT DEMOGRAPHICS						
	Economically Disadvantaged		Special Education		Hispanics Ethnicity	
Year	Campus	State	Campus	State	Campus	State
2013-2014	**78.2%**	60.2%	**9.7%**	8.5%	**92.1%**	51.8%
2012-2013	**80.2%**	60.4%	**13.2%**	8.5%	**94.6%**	51.3%
2011-2012	**79.7%**	60.4%	**8.9%**	8.6%	**93.7%**	50.8%
Source:2011-2012 Academic Excellence Indicator System and 2012-2013 and 2013-2014 Texas Academic Performance Report (TAPR)						

Time-Related Data: In addition to the data listed above, the data provided in the table below also details how performance at school directly impacts the students' future outcomes. Since students who do not start off on a good foundation tend to struggle throughout the rest of their educations, these students tend to drop out prior to graduation, have attendance issues, and/or choose not to attend college. This leads to the high percentage of individuals in the area that are designated as living in poverty and/or unemployed. Areas of need are noted in red:

TIME RELATED DATA								
	Drop Out		College Enrollment		Unemployed		Living in Poverty	
Year	District	State	District	State	City	State	City	State
2013-2014	**32.6%**	18.7%	**31.2%**	55.8%	**7.9%**	5.2%	**39.9%**	17.6%
2012-2013	**30.0%**	19.4%	**23.2%**	55.4%	**10.8%**	5.0%	**40.5%**	17.4%
2011-2012	**34.7%**	19.9%	**21.8%**	54.7%	**7.1%**	4.7%	**36.1%**	17.0%
Source: 2011, 2012, and 2013 American Fact Finder								

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	18		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	11	61.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	16.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	5.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	3	16.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	11	100%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	1	9.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years' Experience	3	27.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years' Experience	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years' Experience	2	18.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years' Experience	5	45.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	$29,820		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	$32,567		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	-		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$44,990		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	$48,330		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0.5	2.1%	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Bachelor's degree as highest level attained	13	72.9%	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Master's degree as highest level attained	4.5	25.0%	2013-2014 Texas Academic Performance Report (TAPR), District Performance
Staff with Doctoral degree as highest level attained	0	0%	2013-2014 Texas Academic Performance Report (TAPR), District Performance

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) ||
| County-district number or vendor ID: **125-902** | Amendment # (for amendments only): |

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition, Palito Blanco Elementary recently had a significant portion of their experienced teaching staff retire. These individuals had been employed with the campus for an average of 15 years and had proven to be effective in addressing the needs of the students. Due to the rural location of the campus, the district was faced with a limited applicant pool that offered minimal experience. Thus, the district was obligated to hire staff with little or no experience.

The district was well aware that this lack of teaching experience had the potential of negatively impacting students' academics; therefore, the district opted to be proactive and set into motion a plan that would facilitate the development of the new teaching staff. This included added opportunities for trainings, walkthroughs, and one-on-one coaching sessions.

Unfortunately, due to the district's limited resources, the campus did not have the impact that was intended. The district required funds that could be used to purchase and facilitate the establishment of procedures and programs that will provide teachers with a structured training plan. Also, there is a lack of teacher mentoring, collaboration, and advancement.

While the district understands the importance in providing teachers with collaborative opportunities and support, the district is faced with the difficult task of organizing and generating buy-in from teachers for this to succeed. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attain growth within their field, the district requires the funds to:

- Hire an individual that will be directly responsible for organizing and overseeing the creation of the teacher support systems, to include Professional Learning Communities (PLC) and a Lead Teacher Program;
- Provide extra-duty pay to teachers in order to motivate them to not just attend, but to actively take part of and support the new teacher support system;
- Hold one-on-one meetings with each teacher and staff member in order to devise strategic career plans; and
- Implement a Teacher Incentive Program that will be offered to teachers that demonstrate growth and improved student academic results.

Through these measures, the district is confident that it cannot only successfully increase the teachers' capabilities and retention, but can also create an added sense of community within the campus. This will ensure that teachers share in the success and failures of the school and push to excel in their teaching strategies.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
21	29	38	36	40	0	0	0	0	0	0	0	0	0	164

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	2	2	2	3	0	0	0	0	0	0	0	0	0	10

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Schedule #13—Needs Assessment	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Process: In preparation for the submission of the Texas Title I Priority Schools (TTIPS), Cycle 4 grant, the district analyzed the needs of Palito Blanco Elementary. Elements of the needs assessment included the review of the instructional programs, technology, and strategies that are currently being utilized at the campus, the experience/capabilities of the school leadership team, and the opportunities for advancement and growth that are available for teachers and staff. The goal for the district was not just to identify the areas of need, but to also identify the root cause for the problems. The following is a description of the process and activities that the district utilized to conduct the campus needs assessment and to analyze the data.

Needs Assessment: In conducting the campus needs assessment, the district collected and reviewed the following data:

- Daily assignment scores
- Attendance records
- Teacher and staff participation
- Quality of available resources
- Parental involvement documentation (sign-in sheets)
- Student and teachers accessibility to resources

- Test scores
- PEIMS 425 records
- Teacher and staff experience and evaluations
- Quality/dependability of partners and vendors
- Active learning time available in class schedule
- District and Campus Organization Chart

Each of these areas was compared to the district and state data in order to identify which areas required improvement.

Model Selection and Planning Process: The district and campus administration met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campus' needs. Stakeholders included: Superintendent, Campus Principal, Business Office Manager, Special Education Director, Federal Program Director, and Teachers. In all, a total of 4 planning meetings were held in the course of a 9 week period. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity, or mandatory requirements) that support prioritization were applied. Since a significant gap was identified in teacher experience which directly impacts the students' academic scores, the district chose to implement the TTIPS **Rural Transformation Model.** This would allow the campus to utilize funds to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

Decision-Making Activities/Strategies: To facilitate the decision-making process and ensure that a wide range of ideas were considered the district reviewed all the campus's identified gaps and needs with stakeholders and encouraged them to submit their ideas for solutions. All suggestions were compiled into one document and reviewed as a whole during the following scheduled planning meeting. The attending stakeholders chose the solutions that provided the best chance for generating campus reform while still conforming to the parameters of the TTIPS Program.

Goals and Interventions: The following goals and interventions were selected:

- Provide teachers the opportunity to attend professional development trainings that support priority school initiatives;
- Restructure class schedule in order to allow for 30 minutes of additional class learning time;
- Increase planning time provided through Professional Learning Communities;
- Conduct multiple observation-based assessments;
- Examine and utilize student growth data in the evaluation of teachers and the principal;
- Provide financial incentives and opportunities for promotion and career growth for teachers and staff;
- Improve students access to technology and curriculum that is research-based and proven to increase students' academic performance;
- Partner with an independent evaluator that will identify areas of concerns.
- Meet with instructional staff to determine what resources are needed to engage students;
- Develop a Campus Calendar to include added opportunities to engage parents and community members;
- Hire an individual that will be responsible for organizing and overseeing the teacher support systems;
- Hold one-on-one meetings with each teacher and staff member in order to devise strategic career plans; and
- Use a rigorous, transparent, and equitable evaluation system for teachers and the principal.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Transformation

    ☒ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has opted to go with the **Rural Transformation Model**. The district has a great need to restructure its Palito Blanco Elementary and implement strategies that are designed to improve the quality of its teachers and administrators, while also increasing staff retention. Teachers' lack of experience has been identified as the primary reason for students declining academics. The teachers lack the training, motivation, and resources needed to properly manage their classrooms and engage their students. Additionally, teachers do not have the resources or the financial ability needed to increase parent and community involvement. This added support is greatly needed in order to present students with a united front that is intended to elicit improved academics and behavior.

The **Rural Transformation Model** was selected because it would provide the campus the means to create a structured program of trainings, support, resources, and incentives that can guide the creation, evaluation, and improvement of conditions necessary for children's educational development. It is anticipated that the combined efforts of the campus personnel, families, educational professionals, and communities will provide expanded opportunities for positive development and learning experiences.

The proposed **Rural Transformation Model** will facilitate the collaboration between all stakeholders and will lend itself to provide opportunities for promoting dialogue across settings and strengthening the campuses education system. Careful articulation of the comprehensive instructional reform strategies will create a common vision among all stakeholders and unite education programs at the campus.

The acquisition of research-based resources and professional development through grant funds will support this vision and ensure the success of the program. These resources will include:
- On-going, high-quality, job-embedded professional development;
- Technology, hardware, and RtI Curriculum;
- Hands-on STEM-related manipulatives; and
- On-going, intensive technical assistance and related support.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Actions Taken to Solicit Input from Stakeholders in Selecting the Model: As the district and campus began reviewing the TTIPS Program guidelines and trying to determine which intervention model would be followed, it was determined that family and community input would be required to ensure their support and participation. The district and campus staff identified which methods would be most effective in engaging these stakeholders and gathering input. Outreach was conducted through the following methods: Email, Parental Involvement Committees and Events; Professional Associations, Website, Direct Mailings, and Social Media.

Family and the community members were meaningfully engaged in assessing the program needs and selecting the school improvement model. *(10 pts.)* Once the public had been notified or the district plan to apply for funding, a meeting was held that was open to the public. This meeting provided the district with the opportunity to educate the families and community members of the different intervention models that were available. A breakdown of each intervention was provided that included a list of possible benefits and downsides. In addition, families and the community members were provided with relevant data that detailed the area of weaknesses for the campus.

How Input Was Taken into Consideration when Selecting the Model: As part of the discussion, the district and campus administration informed the families and community members of the following key requirements that would need to be met as part of the **Rural Transformation Model**:
- The need to increase instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- The need to have additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
- The need to implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students.
- The need to use rigorous, transparent, and equitable evaluation systems for teachers and principals.
- The need to have family and community members be a part of the Implementation Team.
- The need for families and community members to take a more active role in campus activities.

The meeting was opened for discussion in order to allow the families and community members to ask questions and provide suggestions. At the conclusion of the meeting, the administrative staff utilized a show of hands in order to determine which intervention model the public would most support. The families and community unanimously agreed that based on the intervention models designs and the goals of the campus, the **Rural Transformation Model** would meet most of the needs for the district and campus.

Plans to Meaningfully Engage Families and Community in the Implementation on an On-going Basis: Family and community members will be meaningfully engaged in an on-going basis through the implementation of the program. *(10 pts.)* In order to ensure that family and community members remain engaged throughout the implementation of the program, the administrative staff has designed the following strategies:
- Parents and community members will be provided with quarterly updates that details students' academic and behavioral growth. This notice will be sent to parents and community members via email and through a flyer. The flyer will include the date of the next Advisory meeting to be held. During the Advisory Meeting, time will be allotted for families and community members to voice concerns and provide feedback.
- The campus calendar will be enhanced in order to include added opportunities to engage family and community members. This may include: parent/teacher conferences, parent/community academic nights, etc.
- The campus and TTIPS staff will ensure that family and community members are a part of the Implementation Team throughout the Program. In the event that an individual can no longer take part in these meeting or fails to attend, the TTIPS District Coordinator of School Improvement (DCSI) will look for replacements.

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Schedule #14—Management Plan	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	**District Coordinator of School Improvement (DCSI) (required)**	Will lead the campus through the implementation of long-term reforms, as set forth in the TTIPS **Rural Transformation Model**. This includes developing and increasing teacher and staff effectiveness, identifying and rewarding teachers and staff who have increased student achievement, and increasing learning time and creating community-oriented schools.	• Qualifications will include: Experience Managing Programs, Budgets, Personnel, and vendors. • A minimum of 5 years of experience in a related field with a Bachelor's Degree in Educational Management Field.
2.	**Superintendent**	Will obligate the district to grant activities according to state regulations. Ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Support and provide oversight to the program by attending scheduled TTIPS meetings and reviewing collected data results.	• Qualifications include: Served as a Lead Teacher and Principal on Successful Turn Around Teams at MS and HS levels. • A minimum of 14 years of experience in a related field with a minimum of a Master's Degree and a certificate in Superintendent.
3.	**Principal**	Will monitor the implementation of the program and ensure that all stakeholders are kept abreast of program growth and outcomes. Will ensure that all staff, teachers, parents, community members, and students participate in all surveys and questionnaires conducted by TEA and the External Evaluator.	• Qualifications include: 504/Dyslexia Facilitator, Reading Facilitator, Principal on a Successful Turn Around Team at a MS. • A minimum of 5 years of experience in a related field with a Master's Degree in Education Administration and a certificate in Principal, Elementary Self-Contained and Elementary Reading.
5.	**Technology Director**	Will research all proposed technology and software to be purchased through grant funds. Will ensure the campus has the infrastructure needed to support all new hardware and software. Will work with the DCSI and Business Office Manager to place orders. Will receive all new hardware and software and prepare it for student and teacher use.	• Qualifications include: Experience in networking, infrastructure, Computer Systems, planning and implementing technology improvement plans. • A minimum of 9 years of experience in a related field with Associate's Degree in applied Science-Networks Specialization, and a certificate in Web Design-Level I.
6.	**Business Office Manager**	Will ensure no previously allocated funds are diverted from the campus because of its acquisition of TTIPS funding. Will review all expenditures in order to ensure they are allowable through grant funds. Will ensure that all expenditures are properly coded prior to being submitted.	• Qualifications include: experience in payroll, finance, accounting, Budgeting, Accounts receivable, and accounts payable. • A minimum of 20 years of experience in a related field. • Experience on TASBO Accounting and Finance Symposium.
7.	**Lead Teachers**	Will provide new and struggling teachers with oversight and training. Will serve as the facilitators during all planning learning times. Will conduct classroom walkthroughs on all assigned teachers in order to provide the teachers with feedback and suggestions.	• Qualifications will include: display on-going commitment to the school and actively participate in/or plan school functions. • A minimum of 5 years of experience in a related field with a minimum of a Bachelor's Degree.

Staff/external providers each serve an essential function to meet goals and their roles are non-duplicative. *(10 pts.)*

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1	**TTIPS Instructional Coaches (Region 2 ESC)**	Will work directly with teachers to provide new instructional methodologies and best practices. Will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.	• Experience serving as a highly qualified teacher and evaluating teachers. • A minimum of 5 years of experience in a related field. • Master degree preferred.
2	**National School Climate Center**	Will assist the campus in promoting a positive and sustained school climate, which will include a safe, supportive environment that nurtures social and emotional, ethical, and academic skills. This will be accomplished by providing access to online surveys, school climate portal, Comprehensive School Climate Inventory (CSCI) Report, and Action Worksheets.	• Founded in 1996, Columbia University. • President is Jonathan Cohen, Ph.D. • Assisted more than 230 schools across 24 states in the United States.
3	**External Evaluator**	Will use a rigorous, transparent, and equitable evaluation system that employs both formative and summative data. Will conduct surveys, administer questionnaires, and conduct walkthroughs in order to collect data. Will submit a detailed evaluation report that will include all findings of the evaluation.	• 5 years' experience in program evaluations similar in size and scope of the TTIPS Program. • Experience in collecting data and organizing it into a comprehensive report that details strengths, weaknesses, and suggestions for improvements.
4	**Region 2 Education Service Center (ESC)**	Will provide professional development training to teachers and staff to include: Creating a Positive Campus Climate, Classroom Walk-throughs with Reflective Practice, Applying Technology in the Classroom, Instructional Leadership Development (ILD), Mental Health, Bullying and Reporting Procedures, etc.	Individuals conducting services will be required to have: • A minimum of a Bachelor's Degree. • A minimum 5 years of experience.
5	**Program Evaluation & Educational Research Solutions (PEERS)**	Will provide with district with a comprehensive professional development training plan that is designed to increase parent and community involvement, establish effective student-teacher relationships, and creating a learning and supportive structure outside the school environment.	• Founded in 2007 in Dallas, Texas. • President is Dr. Eleazar Ramirez, Doctorates of Philosophy from Texas A & M University. • Assisted over 200 schools in Texas.
6	**Zaner-Bloser**	Will provide a research-based comprehensive training plan that is designed to improve the teachers' ability to positively impact students writing and reading academics. The comprehensive training plan will include Handwriting and Reading Toolkits for students in grades K-03.	• Zaner-Bloser was founded in 1895. • Over 125 years of experience in education. • Provides the first writing and grammar program written to the Common Core State Standards (CCSS).
7	**PITSCO**	Will provide age-appropriate, student-centered K-03 STEM learning solutions. Standard-based curriculum, products, equipment, and materials will promote student success through positive and challenging learning experiences. Hands-on solutions will teach core concepts and career skills in science, technology, engineering, and math.	• Founded in 1971. • Over 200 employees. • Over 3,000 STEM kits, products, and hands-on activities.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods described for recruiting, screening, and selecting external providers ensures highest possible quality in providers. *(10 pts.)*

Ensure all Project Participants Remain Committed to the Project's Success: The district and campus administrators feel confident that they have the capacity and commitment to provide adequate oversight and related services to the campus staff to implement, fully and effectively, the required grant activities of the **Rural Transformation Model.** The campus has demonstrated a great need for the funds as well as a strong commitment from the School Board, Superintendent, Campus Principal, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

Campus Support: The campus will appoint/hire a District Coordinator of School Improvement (DCSI) to manage all activities, participate in staff development on topics determined from the campus needs assessment, enlist campus support for the initiative, and participate in all required trainings to include the Advancing Improvements in Education Conference. Campus faculty and administrators will participate in all staff development held at the school campus.

Teachers and Principal Support: As a part of the **Rural Transformation Model,** the National School Climate Center, PEERS, Region 2 Education Service Center, Zaner-Bloser, External Evaluator, Texas Educational Solutions, Turning Technologies, and PITSCO will provide teachers and administrators with quality materials, research, and coaching to effectively implement actions to address key practices. Workshop and professional development training will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. The campus will visit high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Succession Management Strategies: To ensure that the district and campus personnel are able to deliver continuous high-quality programming when there are changes in key project staff, the TTIPS **Rural Transformation Model** will incorporate succession management strategies. The strategies will be aligned to ensure that they are proactive and that they target every level of the organization. The diagram below details the research-based plan that will be utilized:

1. • Identify Professional Aspirations
2. • Conduct Skills Assessment
3. • Create Individual Development Plan
4. • Create Succession Plan
5. • Implement Development Activities and Evaluate Impact Plan
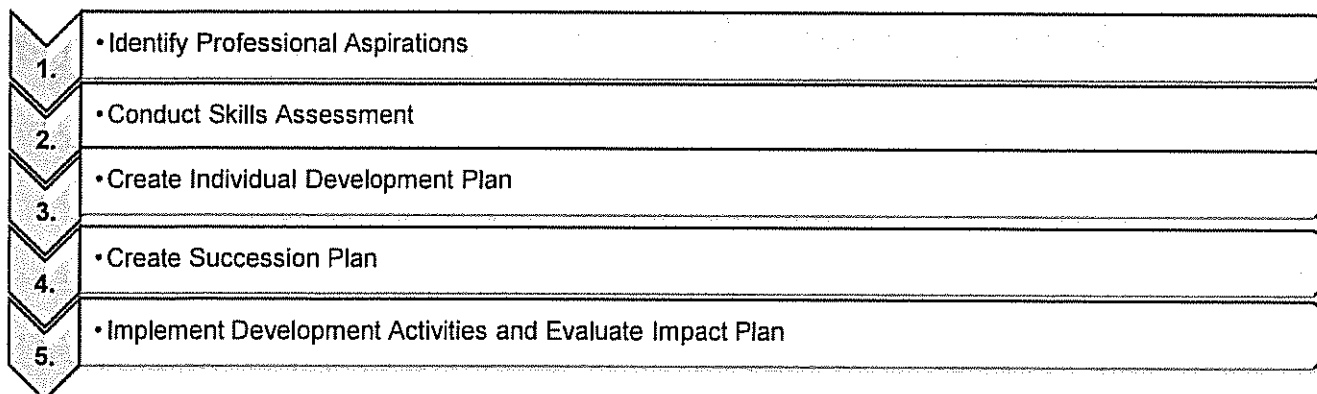
Through these succession management strategies, TTIPS staff will be trained in the role and function that they are assigned to and will be able to stand-in or support other key roles. This will especially be of use in the event that key personnel leave the district. Suitable replacements will be able to be garnered within the existing staff or if replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.

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Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In designing the **Rural Transformation Model,** the campus proposes to provide initiatives and activities that once developed and implemented, would have the ability to be sustained after the TTIPS Program is completed. The goal of the program was not to provide an easy fix, but to restructure, enhance, and create new campus programs and procedures.

<u>Increase Capacity:</u> In order to increase capacity, the district understands that it needs to target teachers and devise a manner to elicit a higher level of skill, confidence, and passion from them. This would require providing teachers with professional development training, materials, and support needed to ensure teachers commitment not just to the program but also to Palito Blanco Elementary. These elements included the following:
- Contracting with Region 2 Educational Service Center to provide Instructional Coaches;
- Identifying teachers that have the experience and capacity to serve as Lead Teachers;
- Providing teachers with professional development training designed to improve their classroom management skills, instruct new research-proven and provide effective teaching methods, etc.
- Providing training on the use of data to adapt classroom instruction; and
- Extending learning time to allow for added core area instruction.

Through these measures, teachers could positively impact students' performance.

<u>Create Lasting Change:</u> Capacity gained through the proposed project will create lasting change to campus culture and practices that can be sustained after the grant period ends. *(10 pts.)* Once teachers and staff are committed to the campus and the academic success of the students, the initiatives that have been created through the TTIPS Program will have the ability to continue to be successfully sustained even after grant funding ends.

As an example, by utilizing grant funds to train teachers to serve as Lead Teachers, these individuals will become proficient with providing training and support to teachers assigned to them. This will create a rippling effect where new teachers that join the district are continued to be trained by their peers and in time, they themselves can serve as mentors. This same concept is consistent to all of the planned initiatives and activities that are projected for this program.

<u>Continued Funding and Support:</u> To support the added costs that will be associated with the initiatives (i.e. increased wages, extra-duty pay for planned activities, etc.), the district will actively dedicate funds or look for funding sources that help support and sustain this program over an extended period of time. For example, Title II, Part A funding will be utilized to continue to provide professional development training to Lead Teachers, who will utilize the Trainer-of-Trainer model to impart knowledge to other teachers. This will help to ensure the district is able to support the cost for providing on-going training. Instructional Materials Allotment (IMA) funds will be utilized to purchase teaching materials that are research-proven to increase student participation and scores.

In addition, a sustainability plan will be enforced that will include the creation of a Handbook of Operating Procedures (HOOP). The HOOP will include an active and careful examination of the following approaches to seek effective avenues to ensure that the program continues beyond the grant period: make better use of existing resources; maximize federal, state, and local revenue; create more flexibility in existing streams; continue building public-private partnerships; and, generate newly dedicated revenue.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes Used to Establish Performance Measures: In the establishment of· the performance measures for the TTIPS **Rural Transformation Model**, the TTIPS Implementation Team understood that it would be important that they be fashioned to encourage performance improvement, effectiveness, efficiency, and appropriate levels of internal controls. In addition, they would need to incorporate "best practices" related to the performance being measured and be aligned to the identified goals of the program. Therefore, performance measures were created that would align with the TTIPS Vision and Focus for School Reform and improve substantially students' achievement. Below are the steps that were followed:

- *Step #1:* Identify which activities and interventions can be utilized to impact each goal. This will help to ensure that all goals are tracked throughout the program and that modifications can be made to the program as needed.
- *Step #2:* Identify which resources/data source can be utilized to measure progress. (i.e. grade books, test, etc.)
- *Step #3:* Identify who will be the targeted group that will be surveyed or assessed.
- *Step #4:* Identify which individual will be responsible for inputting data and/or distributing data collection instrument. (i.e. surveys, sign-in sheets, etc.)
- *Step #5:* Identify the individual that will be responsible for collecting data.
- *Step #6:* Create a schedule for inputting and collecting data.

Campus' Ability to Exit Lowest-Performing Status: The district is setting high performance measures, proposes to incorporate profound and radical change, and will hold personnel accountable for meeting standards. By tracking these performance measures, the district can ensure the campus has continued growth not just at the end of each year, but instead a steady increase in students' academic and behavioral performance, parent and community involvement, and teachers' experience. This will help ensure the campus will meet their targeted goals and exit lowest-performing status.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As indicated in *Part 1: Establishing Performance Measures*, the campus has identified various types of data that will be collected to inform campus staff on the effectiveness of each intervention and activity. This includes the following:

Qualitative Data: Will include:

- *Observations* - TTIPS DCSI, Principal, External Evaluator, and Instructional Coaches will gather data by identifying and recording the characteristics and behavior of students, teachers, staff, parents, and community members through observation. This will be especially important in determining the success in improving the school's climate.
- *Interviews* – The DCSI and External Evaluator will conduct interviews on randomly selected teachers and students. The interview will include a set of standard questions that will be asked on a one-to-one basis in order to be able to obtain straightforward replies.
- *Focus Groups* – The External Evaluator will conduct focus group interviews on select groups. These groups will be brought together in order to be asked relevant and game changing questions. The goal will be to establish a dialog that can result in identifying common issues and encouraging input and suggestions.

Quantitative data: Will include:

- *Surveys* – The External Evaluator will conduct online large group surveys. These groups will include students, teachers, and parents. The surveys will be utilized to determine the success of the program by determining the number of individuals that are partaking in activities and interventions, how often they are participating, and the degree to which the participants are satisfied with the activities and interventions.
- *Generated Reports* – The DCSI, teachers, and PEIMS department will generate data reports that will be utilized to measure students' growth. This will include reports from RtI software programs, PEIMS 425 Reports, etc. These reports will be submitted to the External Evaluator to be utilized in the Evaluation Report that will be submitted to TEA and the district.
- *Progress Reports and Sign-in Sheets* – The teachers will be required to track students' daily assignments, attendance, and classroom behavior. Copies of the students' progress reports will be submitted to the DCSI for tracking. In addition, sign-in sheets will be collected and inputted into an electronic log.

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Schedule #15—Project Evaluation (cont.)

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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
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The table below was created to provide details on the person that will be responsible for assessing the effectiveness of each program activity and intervention, as well as, how problems will be identified and corrected throughout the program.

ACTIVITY AND INTERVENTION ASSESSMENT

Goals # 1, 2, and 3: Increase the number of students meeting standard in STAAR testing

Person Responsible	District Coordinator of School Improvement (DCSI)
Activity/Intervention	• Extend learning time • Professional Learning Communities • Calendars includes parent/community member functions • Professional development trainings • Increased technology and software • Expanding/enhancing of Pre- K and Kindergarten classes
Assessment Process	The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Focus Groups; Surveys; Sign-in Sheets; and Reports.

Goals #4: Decrease in truancy and absenteeism

Person Responsible	DCSI, Lead Teachers, and Instructional Coaches
Activity/Intervention	• DCSI, Lead Teachers, and Instructional Coaches • Activity/Intervention • Calendars includes parent/community member functions
Assessment Process	The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Observations; Focus Groups; Interviews; Surveys; Reports; and Sign-in Sheets.

Goals # 5: Increase in parent and community member participation.

Person Responsible	DCSI, Principal, and Teachers
Activity/Intervention	• Professional development trainings • Increased technology and software • Calendars includes parent/community member functions
Assessment Process	The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Observations; Focus Groups; Interviews; Surveys; Reports; and Sign-in Sheets.

Goals #6: Increase in use of data to refine instruction.

Person Responsible	DCSI, Lead Teachers, External Evaluator, and Instructional Coaches
Activity/Intervention	• Professional learning communities • Professional development trainings • Extend learning time • Calendars includes parent/community member functions
Assessment Process	The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Reports; Surveys; Focus Groups; and Sign-in Sheets.

Goals #7: Growth and improvement in teacher performance.

Person Responsible	DCSI, Instructional Coaches, Lead Teachers, and Principal
Activity/Intervention	• Professional learning communities • Professional development trainings • Extend learning time • Calendars includes parent/community member functions • Review of wages
Assessment Process	The following processers will be implemented to assess effectiveness of program activities and interventions on an on-going basis: Reports; Observations; Surveys; Focus Groups; and Sign-in Sheets.

Data results and feedback will be reviewed. This information will be presented during the following implementation Meeting At which time the Implementation members will have the opportunity to discuss and select how any issues will be addressed. The DCSI will be responsible for ensuring that any changes to the program delivery are implemented immediately. If a change in the program is needed or a new vender is required, an amendment will be submitted to TEA for approval. All parents, teachers, staff, students, and community members will be notified of changes through email or flyer.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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The district's TTIPS Implementation Team utilized a rigorous process to select high-quality external providers to conduct services and deliver products that would be instrumental to the school reform. In order to ensure the proper external providers were selected, the campus first reviewed needs of the campus, the goals of the program, and the planned services and initiative.

Based on this information, the Implementation Team categorized the types of eternal providers that would be required. This included Professional Development Trainers, Technology Vendors, External Evaluator, Curriculum Vendors, and more.

Pool of External Providers Identified: With this list in hand, the Implementation Team began searching for possible providers in each of the identified categories. Input was solicited from previous TTIPS awardees, top performing districts and campuses; and neighboring districts. These among other identified providers were researched in order to be presented for review during the next scheduled Implementation Meeting. Among information that was obtained was:
- *Menu of Services* – It is the intent of the TTIPS program to provide teachers, students, staff, parents, and community members with a wide-range of professional development training, products, and services that will ensure the district exits needs improvement status;
- *Level of Experience* – The district researched the number of years of service and requested information pertaining to the level of experience of the staff and CEO and a list of previous clients. Any individuals that did not have at least 10 years of experience in providing services in the same category were notated. Additionally, previous clients of each provider were contacted in order to solicit feedback;
- *History of Prior Success* – As part of the feedback that was solicited from previous clients, information was requested regarding the degree to which the services provided had been successful in achieving the intended results; and
- *Associated Costs* – A breakdown of fees were researched in order to create cost comparison sheet per category. Providers with the best cost per service were notated.

During the meeting, the Implementation Team reviewed the list that included all of the research that had been gathered. Based upon the information, the Implementation Team selected various vendors from all categories that would be considered. These individuals would be scheduled to provide a product demonstration for selected teachers, staff, and the principal, as well as to provide a bid or invoice for identified services.

Final Selection and Procurement: Once all demonstrations were provided conducted, a provider for each category was selected. As per district's policy, if awarded, any invoice that exceeded $25,000 will be scheduled to be presented for school board approval during the next scheduled school board meeting.

Contracting Risk-Assessment: The Implementation Team assessed how the contracting of each external provider would support the TTIPS goals for campus reform and how the relationship would be managed. Areas of concern included the security issues related to the accessibility that would be granted to technology and students. The campus was aware that by allowing access to any provider to install technology and/or software in the district, student, teacher, and staff records were at a risk of being compromised. In addition, by allowing external provider access to the campus, they would also gain access to the students. To minimize the threat to students, teachers, staff, and parents, the district will enforce a policy that required all providers pass a criminal background check prior to being admitted on campus property. This will include any individual that is employed or subcontracted through the agency to provide any level of service at the campus. In addition, each provider will be required to submit a signed Confidentiality Form. This form will help to ensure students, teachers, staff, and parent's information is protected as required by FERPA.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

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On-going Oversight to External Providers: Methods described for rigorous oversight of external providers ensures ongoing high-quality service and success in delivering outcomes *(10 pts.)* The campus will employ a District Coordinator of School Improvement (DCSI) that will be responsible for providing oversight to the external providers. This individual will be required to:
- Be present at the onset of the contractual agreement;
- Attend trainings;
- Oversee the installation of technology, hardware, and/or software;
- Meet with teachers, students, staff, parents, and community members to discuss the quality and ease of implementation of products, services, and strategies provided by the external providers;
- Respond to any issues and problems; and
- Provide the Implementation Team with irregular updates on the external providers' performance.

Review of External Provider Performance Schedule: Since each provider will deliver services at various times throughout each year and will range in frequency, the district elected to create an online calendar of events that will include each of the external providers dates of expected services, method that will be employed to review performance, dates when the preview of performance will be conducted, dates when issues will be addressed with the external provider, and dates when assessment results will be submitted to the Implementation Team for review. This calendar will be linked to the DCIM, Principal, and Implementation Teams cell phones in order to provide up to date notification of expected events. Through this manner, DCIM will be able to provide ongoing and continuous oversight.

Personnel Responsible and Instruments for Measuring, Monitoring, and Management: As previously mentioned the DCSI will be responsible for providing oversight and managing each of the contracted external providers. In order to ensure that each of the providers are held to a high-level of excellence, the DCSI will be assisted with this process by various staff and teachers.
- Lead Teachers will be utilized to solicit input from teachers regarding the professional development and implementation of products and services. To gather this information, the Lead Teachers will host a discussion groups directly following the training, at which time teachers will be asked to complete questionnaires. These questionnaires will ask teachers input regarding the quality of the information that was provider, the presenters ability to articulate new procedures in a manner that is easy to follow, and the teachers opinion of the relevance of the training that was provided.
- The Technology Director will be utilized to provide their professional opinions on external provider that provide the technology, hardware, and software. The Technology Director will be asked to rate the quality of the products that are provided, the ease of access of installation, the compatibility with existing resources, the knowledge and experience of the installation technician, and the support and training that was provided to teachers and staff. In addition to compliment his own questionnaire, the Technology Director will also solicit the opinions of teachers and students that will be utilizing the new resources.

Corrective Actions to Improve Performance: Based upon the results of the assessments, the DCSI may be required to meet with the providers to request a modification of services or additional support or trainings. Individuals that provide technology, hardware, and software may request to provide additional trainings to teachers and or to replace products that are not functioning properly. Professional development trainers may need to work with the DCSI to review the menu of available trainings and identify different trainings. If the issue is with the presenter, the DCSI may need to request a different presenter be assigned to the campus.

Remove/Replace A Low Performing Provider: In the event that issues with the provider cannot be resolved, the DCSI may suggest to the Implementation Team that the provider be replaced. An alternate provider or intervention will be presented as a solution. If it is agreed that the change is warranted, the provider will be notified of the campuses decision and if needed, an amendment will be submitted to TEA for approval.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Will create a TTIPS Implementation Team that will consist of TTIPS staff, district and campus staff, teachers, parents, and community members. The Implementation Team will be responsible for meeting on a regular basis and reviewing data collected and determining if the campus is on target to meet proposed objectives.
2.	Will select the individual that will serve as the District Coordinator of School Improvement (DCSI).
3.	Will meet to discuss the restructuring of the class schedule in order to allow for increased learning time. This will include extending the instructional day by 30 minutes.
4.	Will work with the assigned Technical Assistance Provider (TAP) to create an Implementation Readiness Portfolio that is aligned to the needs of the campus.
5.	Will meet to assess staff and determine which teachers have the experience needed to serve as Lead Teachers for new and struggling teachers.
6.	Will assess each prospective Lead Teacher's strengths and weaknesses in order to determine what training are required to prepare them for their new position. A detailed training plan will be created that will ensure that proper staff is available to cover their classrooms while training is being attended.
7.	Will meet with administration staff to review the current teacher evaluation system and determine whether a new teacher evaluation system needs to be put into place that is rigorous, transparent, and equitable.
8.	Will meet with administrative and TTIPS staff to devise a schedule that allows for multiple observations to assess teachers performance.
9.	Will hold a meeting, which will be open to the public, in order to solicit feedback and suggestions regarding the activities to be provided through the grant program.
10.	Will meet with campus staff and teachers to create Professional Learning Communities (PLC). A schedule will be created that will allow the PLC's to meet weekly in an effort to ensure that curriculum is vertically aligned.
11.	Will contract with an independent evaluator to conduct surveys, walk-throughs, and distribute questionnaires that will provide the campus with base-data that will be used to create the Implementation Readiness Portfolio.
12.	Will meet with the district and campus staff to enhance the Campus Calendar to include added opportunities to engage parents and community members in the school culture. Including: Parent/Teacher Meetings, Open House, Parent/Community Academic Nights, etc.
13.	Will create a list of professional development trainings that are needed by staff and teachers, which will be based upon solicited feedback, survey results, walk-throughs, and academic needs assessment.
14.	Will create a list of technology, trainings, software, and hands-on manipulatives that are necessary to implement the campus reform based upon the conducted needs assessment. External providers will be researched and selected for approval.
15.	Will meet with all stakeholders to solicit feedback concerning all selected external providers.
16.	Will schedule and meet with all approved vendors and collaborative partners for product demonstrations, create orders based upon the campus's needs, arrange delivery and set-up of products, and schedule staff trainings.
17.	Will meet with the Technology Director in order to ensure all hardware/software is compatible and that the existing infrastructure will support the new hardware/software. If needed, added infrastructure will be purchased.
18.	Will meet with the Business Office Manager to ensure all the grant accounts are properly set-up for accounting purposes and that the purchasing processes are being properly implemented.
19.	Will submit the quarterly progress reports on time, which will document the school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the Texas Accountability Interventions System (TAIS) framework.

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources.

On-Going, Existing Efforts Similar or Related to the Planned Project: With the recent retirement of many of the experienced teachers, the campus understood that students' academics and behaviors were going to be greatly impacted. Although the district did try to hire qualified and experienced teachers, due to the remote/rural location of the campus, the district was unable to receive any suitable applicants. Therefore, the newly appointed Principal set up a Teacher Training and Support Plan that was designed to provide teachers with one-on-one mentoring, support, and encouragement. This task was undertaken by the Principal, who felt it was her responsibility to get Palito Blanco Elementary back to the high standards of achievement that are expected of the campus.

Due to the recent decrease in state and federal funding, the Principal struggled to provide programs that were designed to generate campus reform and increase the new teachers' competence. However, state Instructional Materials Allotment (IMA) funds are being utilized to purchase teaching materials that are research-proven to increase student participation and scores. In addition, the campus provided assessments and conducted walkthroughs for all teachers on a regular basis.

How Coordinated Efforts will Maximize Effectiveness of Grant Funds: If awarded, the campus will provide existing program resources to support the proposed compensation teacher incentive plan with technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the project. The Business Office Manager will be utilized to manage grant expenditures; campus administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate resources and related services to the campus staff to implement, fully and effectively, the required activities of the **Rural Transformation Model**. The campus has demonstrated a great need for the funds as well as a strong commitment from the school board, Superintendent, Campus Principal, Paraprofessional, Teachers, Site-Based Decision-Making Committees (SBDM), Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to raise substantially the achievement of their students. During the implementation phase, staff will continue to utilize the support of the school, principal, teachers, parents, and community to fully integrate the proposed project.

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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school-year 2014-2015. The principal may not have been principal of the applicant organization prior to school-year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Ms. Gloria Hamill will continue to serve as the Principal through the implementation model.
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	The district will keep the current Principal as part of the TEA guidelines allowing rural districts the opportunity to apply for a model modification waiver. Therefore, the Principal will not be replaced at the campus. This Principal brings a wealth of knowledge and experience to the campus. Unfortunately, this individual happened to take the leadership role immediately following the retirement of a majority of the veteran/experienced teachers and former Principal. This caused a major academic decline in the 2013-2014 school-year. The current Principal has proven to be effective in bringing about substantial change in 2014-2015 through her newly implemented Training and Support Program. Therefore, the district is confident with the added resources that will be made available through these grant funds, the Principal will be successful in turning around this campus and exit Focus status.

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Statutory Requirement 6: Rural LEA Flexibility
Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.
Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	The one element of the **Rural Transformation Model** that will be modified by the district will be that the existing Principal, Ms. Hamill, will continue to be in place through the implementation model.
Description of the modification:	Since the Principal was hired in June of 2012, she has been successful in implementing strategies that are designed to significantly increase competence and experience of the new teachers.

As an example of this increased level of competence, according to the 2013-2014 TAPR Report, only 63% of the students passed the Reading STAAR tests. Preliminary information indicates that the campus will now have 94% of students meet standard for the 2014-2015 school-year.

This increase is due in part to the Teacher Training and Support Plan that has been put into place by the current Principal. Despite limited resources Ms. Hamill has succeeded in providing teachers with personal support and effective leadership that has served to build the new teachers confidence. Grant monies will help to further this training and encourage teacher retention. |
| How intent of the original element remains/will be met: | The Principal's current strategies will be enhanced through the purchase of STEM-related hands-on manipulatives, RtI software, interactive technology, professional development training, increased planning time, and increased learning time.

In addition, a rigorous evaluation system will be implemented. This system will allow the campus the opportunity to provide:

- Additional opportunities to provide one-on-one coaching and training;
- Opportunities to review student data in order to evaluate students' performance
- and modify lesson plans, and
- The ability to reward teachers that show positive growth in students' outcomes.

The district is confident that the original intent of the TTIPS Program will be met with these elements and strategies in place. |

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Student growth plays an intricate part in a teacher's evaluation. Of the 6 parts of the teachers' evaluation, student growth account's for 20%. Therefore, to determine student's growth, the campus utilizes various systems to collect this data. They include the following: **STAAR Testing:** The campus will utilize STAAR scores for the 2014-2015 calendar school-year as the basis for student growth comparison. Subsequent testing scores will be utilized in order to see if the campus has an increase in the number of students that met the standards. In addition, the campus will track the number of students by teachers that met the standards in order to determine if each teacher is being effective in the classroom. **Classwork:** The campus will review students' classwork regularly in order to determine whether students are showing significant academic growth. Student class scores will be compared to previous years as well as to the teacher's peers in order to determine whether the teacher is being effective in the classroom. **Walk-Throughs:** District, campus, and TTIPS staff will conduct walk-throughs during the teacher's instructional period in order to determine if the teacher is effectively engaging and managing the students and classroom. **RtI Software:** Teachers will utilize RtI software to assess students each month. Assessment results will assist the campus in determining if students' academics are improving. **Student Attendance and PEIMS 425 Reports:** The TTIPS and campus staff will review attendance and PEIMS reports in order to determine if PBIS strategies are being implemented effectively in the classroom or are needed.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice	As can been seen in the data that will be generated above, the campus will gather data from multiple sources throughout the five-year grant period in order to determine if teachers are positively impacting students' performance. Walk-throughs and assessments will be conducted quarterly by the District Coordinator of School Improvement (DCSI), Lead Teachers, and Instructional Coaches on all core area teachers. An annual walk-through and assessment will be conducted by the Principal on all teachers. In addition, teachers in each core areas will be selected to have a walk-through and assessment conducted by the External Evaluator. Data will be collected through these multiple sources throughout each school-year to track teachers' effectiveness, practices being implemented, and classroom management during the school-year and provide struggling teachers with additional professional development training, resources, and support.
Describe how the evaluation system was developed with teacher and principal involvement:	District and campus staff met in order to discuss the various methods that can be utilized to evaluate teachers. The administrators understand that it was imperative that multiple avenues be utilized to assess the teachers' performance. This would provide a more holistic means to ascertain the teachers' effectiveness. Teachers input were solicited in order to ascertain that the collection of data would not interfere with classroom instruction. By utilizing RtI software that includes a student reporting system and generate reports, it was agreed that the teachers would not be required to sacrifice any classroom instructional time.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The campus has developed a rewards system that will be utilized to motivate and recognize Lead Teachers and teachers who demonstrate an increase in students' achievement in implementing the **Rural Transformation Model.** Due to the comprehensive nature of the teacher reform strategies, the planned reward system will provide Lead Teachers and teachers a multi-tiered incentive program. An example of the proposed plan is provided in the table below. However, funds not utilized will be used to increase the number (10) of eligible mentors/teachers.

LEAD TEACHERS

Basis	Amount	Total
Paid Quarterly	$1,000	$4,000
Paid per assigned teacher (10 teacher maximum)	$50	$500
Paid per teacher that demonstrates growth (10 teacher maximum)	$200	$2,000
Maximum Eligible Amount Per Year:		**$6,500**

TEACHERS

Basis	Amount	Total
% of students that demonstrate improvement in there academics	5% - $500 10% - $1,000	$1,000
% of students that demonstrate improvement in behavior and truancy	5% - $500 10% - $1,000	$1,000
% of parents that demonstrate an increase in parental involvement	10% - $500 15% - $1,000	$1,000
Maximum Eligible Amount Per Year:		**$3,000**

Describe protocols/interventions to support teachers who are struggling to improve professional practice:	In order to support new and struggling teachers, the campus has devised a system of support that is designed to ensure the growth and success of each teacher. On-going monitoring of each core area teacher conducted by multiple district , campus, and contracted staff will help ensure that struggling teachers are identified early and provided with additional interventions to address any area of need. Interventions will include: Focus meetings to discuss with teachers areas of weaknesses and devise specialized interventions; Scheduling additional one-on-one trainings with Lead Teachers and Instructional Coaches; Providing additional opportunities for professional development trainings; and Reassessing the teacher in order to determine if any growth has been identified.
Describe the criteria established for educator removal:	The district will ensure that the evaluation systems utilized to assess all teachers were of high quality and implemented with fidelity. The assigned Lead Teachers, Instructional Coaches, and DCSI will meet to discuss any teacher who has failed to improve after being provided with additional and targeted intervention strategies. If no added solutions can be devised, this individual will be recommended for dismissal to the principal. A complete report will be included with the recommendation that will include: evaluation results, a list of strategies implemented, list of trainings provided, and students' performance results. Based on this information, the principal will meet with the Human Resources Department and review what steps will be followed to remove the teacher from employment.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)
Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school-year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations, and comparable staff salaries. Indicate if the campus will collaborate with community-based provider to deliver the preschool.	
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	**N/A**
Indicate the number of existing staff rehired for work in the turnaround model implementation:	
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	
Indicate the number of new staff hired for work in the turnaround model implementation:	
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	**N/A**

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Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	PITSCO will be contracted to provide age-appropriate, student-centered K-03 STEM learning solutions. Standard-based curriculum, products, equipment, and materials will promote student success through positive and challenging learning experiences. Hands-on solutions will teach core concepts and career skills in science, technology, engineering, and math.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	The campus will extend learning time by 30 minutes in order to increase students' access to math and ELA academics.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Students will be assessed utilizing the My Virtual Reading Coach (MVRC), Ascend Math, and Math Imagine (based on student grade level) assessment. Based on the results; a curriculum plan will be developed to address each area of the students' deficiencies. Periodic assessments will be provided throughout the grant program so that the campus can adjust the curriculum plan as needed.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Zaner-Bloser will be contracted to provide a research-based comprehensive training plan that is designed to improve the teachers' ability to positively impact students writing and reading academics. The comprehensive training plan will include Handwriting and Reading Toolkits for students in grades K- 5.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	PEERS will be contracted as an external provider to provide workshops that are designed to increase parent and community involvement. These workshops will be available to parents, teachers, staff, and community members and will include research-based strategies that are proven to motivate parents to take a more active part in their child's educational development.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will provide teachers professional development training designed to increase their data skills and data-informed decision-making processes in order to provide them the skills needed to utilize data to differentiate instruction.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Turning Technologies will be contracted to provide the campus with selected instructional technologies that are scientifically-researched and effective, as evidenced through supporting academic data. Technologies will include interactive electronic whiteboards, Insight 360, and Mobi devices.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

The interventions planned (Schedule 17, all parts) are of adequate scope and scale to meet all requirements of the federal School Improvement Grant **Rural Transformation Model** selected, as described in the Program Assurances. (30 pts.)

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TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	As part of the TTIPS **Rural Transformation Model**, the campus will create Professional Learning Communities (PLC). Two PLCs will be created that will be broken down by core areas. Each PLC will meet weekly in order to discuss lesson plans and ensure vertical alignment, discuss best practices, review data and provide suggestions and feedback, and discuss areas of concern.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Current teachers will be reviewed in order to identify individuals that are qualified to serve as Lead Teachers. These individuals will be provided with professional development training that will prepare them to serve in their new role of Trainer-of-Trainers. Each Lead Teacher will be assigned teachers that have less than 2 years of experience and/or are struggling to provide support and oversight to them.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The campus will provide teacher's professional development training that will provide them with research-based strategies that are proven to increase student's participation, improve academics, and expand their classroom management skills. Through these trainings, teachers confidence will improve; thus, helping to ensure an increase in teacher's quality.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Research-proven resources (technology, software, hardware, manipulatives, etc.) will be provided to teachers that are designed to improve students' engagement and academics. Each participating teacher will be provided with professional development training on the proper use of these resources.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Instructional coaches will be contracted to provide onsite professional development to teachers on how to use evidence-based teaching practices and support them in learning and applying these practices.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Teachers will be provided with performance-based stipends and extra-duty pay for any hours worked beyond their contracted schedule.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teachers will be provided training on how to utilize this generated data as well as, STAAR testing results, benchmarks, classwork, etc. to modify their instruction and target struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.
Additionally, indicate the period during the grant cycle in which the activities will be implemented.
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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	The Principal, Ms. Gloria Hamill, was hired in June of 2012. This individual has the leadership capability to ensure the success of the **Rural Transformation Model** and will lead the school out of Focus status.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	The principal will be provided with professional development training designed to increase her leadership effectiveness. Trainings will include, but are not limited to, Standards for Staff Development, Building Effective Leaders, Mental Health, Bullying and Reporting Procedures, Creating a Positive Campus Climate, Effective School Practices, Classroom Walk-throughs with Reflective Practice, and more.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	A District Coordinator of School Improvement (DCSI) will be hired to implement all strategies of the TTIPS **Rural Transformation Model**. This individual will be solely employed to oversee, manage, and support the planned program. This individual will be provided with similar leadership training as those provided to the principal in order to ensure that he/she has the ability and confidence to manage the program effectively.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Succession management strategies have been created that will help ensure that the district is equipped to replace any individual that chooses to leave the district. TTIPS staff will be trained in the role and function that they are designated for, but also be able to stand-in or support other key roles. If replacement personnel are brought in, such as a new Principal or Superintendent, exiting staff will be able to provide the new individual with support during the transitioning process.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Regular meeting will be held in order to review the status of the campus reform and to determine of any additional trainings or support are required. During these meetings data and external providers' assessments will be reviewed.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	The campus will provide teachers' professional development training that will provide them with research-based strategies that are proven to increase students' participation, improve academics, and expand their classroom management skills. Through these trainings, teachers confidence will improve; thus, improving their leadership effectiveness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	A District Coordinator of School Improvement (DCSI) will be hired to align campus curriculum and implement the **Rural Transformation Model**. 1) Utilize the most current research based practices, 2) Vertically and horizontally align instruction, 3) Align instruction with State Academic Standards, and 4) Align with College and Career Readiness Standards.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
2.	Trainings will be provided to teachers to enhance their content knowledge and understanding of the TEKS. Lead Teachers will help identify academic areas of weakness so that the campus can contract with needed content specialist from Region 2 ESC.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The campus will contract with an External Evaluator to ensure continuous use of data to inform and differentiate instruction. The External Evaluator will conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluator will provide suggestions and recommendations to address any areas of weakness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Teachers will be provided with RtI software that is designed to assess students and provide data on their progress. In addition, teacher will be provided training on how to utilize this generated data as well as, STAAR testing results, benchmarks, classwork, etc. to modify their instruction and target struggling students.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teachers will be provided with multiple assessments throughout the school-year. Classroom assessments will be conducted by principals, DCSI, Lead Teachers, Instructional Coaches, and the External Evaluator in order to gather a multitude of feedback.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	PLC groups will meet weekly in order to review data, provide suggestions and feedback, and discuss strategies to address deficiencies. Best practices will also be discussed in order for struggling teachers to gather new methods to address low data scores.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Regular meeting will be held in order to review the status of the campus reform and to determine of any additional trainings or support are required. During these meetings, data and external provider's assessments will be reviewed.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor:	*Increase Learning Time*	

	Planned Intervention	**Period for Implementation**
1.	The campus will increase student learning time by extending the school day by 30 minutes each day. This will provide teachers the opportunity to increase instruction in core area subjects.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	The campus will review the academic learning time (period when instruction aligns with students' readiness to learn) as opposed to the allocated school time (total amount of time students are at school) in order to plan strategies to more closely align these two areas.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
3.	Teachers will add 30 minutes of ELA studies on two days, Math on two days, and writing on the remaining day.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The campus will offer a Saturday Tutoring day once every month. Tutoring will begin at 8:00 am and will last until 12:00 pm.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	The campus will provide after-school core academic tutorials for students in order to increase the instructional time.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will be provided with access to software curriculum at home. This will allow students to have additional time for instruction in core academic subjects. Students that do not have a computer at home will be provided with the opportunity check-out a laptop to utilize at home. Parents will be required to sign a permission slip prior to the releasing of the technology to the student.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: **125-902**	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

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Critical Success Factor:	*Increase Parent/Community Engagement*

	Planned Intervention	Period for Implementation
1.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	The campus will ensure that parents and community members are provided with notification of meetings and events. Various manners of notification will be utilized in order to encourage parents and community participation. Methods for notification will include: letters sent home to parents, email blasts, utilization of the school messenger system, school billboard, morning announcements, and flyers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	The Campus Calendar will be modified in order to include added opportunities for parent and community member involvement.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	A campus academic night will be scheduled in order to provide parents and community members the opportunity to take part in the students' education. The intent of these academic nights will be to allow students to show parents the methods and resources that are being utilized to instruct them. Students will have the opportunity to "teach" parents and community members while simultaneously providing parents and teachers the opportunity to "tryout" new technologies, manipulatives, and curriculum.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	An open house will be scheduled at the beginning and middle of the year in order to allow parents the opportunity to meet the teacher and visit their classroom. Parents will be provided samples of children's work and will have the opportunity to ask questions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Parent/Teacher meetings will be scheduled to occur twice a year. This will provide teachers the opportunity to discuss issues of concern with the parent and make the parents a part of the solution.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	The campus will implement a Parent of Distinction and Community Member of Distinction award in order to recognize individuals that have taken an active role in the reforming of the campus. These awards will be issued on a bi-monthly period and will include a certificate. The individuals selected will be featured on the district and campus website, announced on the school marque, and have a special notification included in the district and campus newspaper.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Contract with the National School Climate Center (NSCC) to conduct a Comprehensive School Climate Inventory (CSCI) on the campus in order to receive immediate feedback on how students, parents, and school personnel perceive the school's climate for learning. This Inventory will be re-administered in year 2, 4 and 5 of the TTIPS Program in order to determine if the campus's school climate has improved.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☐ Year 3
2.	Based on the CSCI, the campus will: 1) Prioritize goals; 2) Research best practices and evidence-based instructional and systemic programs; and 3) Develop an action plan to promote learning and a positive and sustained school climate.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
3.	The campus will contract with an External Evaluator to conduct surveys on teachers, parents, students, staff, and community members. In addition, walk-throughs and focus group discussions will be performed. Based on these results, the External Evaluator will provide suggestions and recommendations to address any areas of weakness.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	The campus will ensure that students feel safe and secure while at school. Strategies will be implemented to decrease the number of student-related incidents. This will include incidents of bullying, fighting, position of controlled substances, truancy, and others. In addition, the campus will ensure that no unauthorized individual is granted access to the campus.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	The campus will implement various strategies to increase parent and community involvement. Strategies will include the contracting of PEERS to provide workshops designed to increase parents' participation in their child's education. In addition, parents and community members will be invited to be a part of the Implementation Team in order to ensure their voices and opinions are included within the design and implementation phase, both prior to and during, of the TTIPS grant.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The campus will contract with External Evaluator to provide a spectrum of training identified by the evaluation team from their formative and summative findings to help address students' academic, social and emotional needs for both students and parents.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Teachers will be provided with performance-based stipends and extra-duty pay for any hours worked beyond their contracted schedule. In addition, students will be provided with incentives to acknowledge improvement in academics, behavior, and attendance. Incentives will include: certificates, small flash drives, pens, etc.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: **125-902**	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99		☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☐	☒
B02	Provide interpreter/translator at program activities	☒	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☒	☐	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: **125-902**	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99		☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **125-902**		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99		☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99		☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99		☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99		☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☐	☐
G02	Expand tutorial/mentor programs	☒	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☒
G99		☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☐	☐
H99		☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99		☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☒	☒
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99		☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99		☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☐	☐

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **125-902**		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☒	☒
M05	Establish school/parent compacts	☐	☒	☒
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99		☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new teachers	☐	☒	☒
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99		☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: **125-902**		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99		☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99		☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐
Z99		☐	☐	☐

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